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THE CONCLUSION OF THE INITIAL PHASE, THE ENGLISH PROGRAM OF THE USOE.

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BECAUSE MOST OF THE BEGINNING PHASE OF FEDERAL SUPPORT FOR ENGLISH HAS BEEN COMPLETED, THIS IS IN ONE SENSE A TERMINAL REVIEW OF THE WORK COMPLETED OR NEAR COMPLETION BY THE CURRICULUM STUDY AND DEMONSTRATION CENTERS SUPPORTED BY THE COOPERATIVE RESEARCH PROGRAM OF THE OFFICE OF EDUCATION. AN INTRODUCTION ASSESSES THE SIGNIFICANCE OF THE CENTERS' WORK AND THE NDEA SUMMER INSTITUTES IN ENGLISH, DISCUSSES RECENT RELATED PROJECTS, CONFERENCES, AND REPORTS, AND CONSIDERS THE AREAS WHICH NEED PARTICULAR ATTENTION IN THE SECOND PHASE OF FEDERAL SUPPORT TO ENGLISH. INCLUDED IN THE REPORTS ON INDIVIDUAL CENTERS ARE (1) THE REASONS FOR ESTABLISHMENT, (2) THE AREAS OF THEIR CURRICULUM DEVELOPMENT, (3) A SUMMARY OF THEIR RESEARCH AND TESTING, AND (4) A DESCRIPTION OF THEIR PRINCIPLES AND THE NATURE OF THEIR CURRICULUM MATERIALS. THIS ARTICLE APPEARED IN THE SEPTEMBER 1967 "PMLA." REPRINTS ARE AVAILABLE FROM THE MATERIALS CENTER, MODERN LANGUAGE ASSOCIATION, 62 FIFTH AVENUE, NEW YORK, N.Y. 10011, ORDER NO. U81, AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820, ORDER NO. 01152. (DL)

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THE CONCLUSION OF THE INITIAL PHASE: THE ENGLISH PROGRAM OF THE USOE

By Michael F. Shugrue, with the assistance of Thomas F. Crawley

By September 1967 the opening phase of federal support for English had been largely completed. Fourteen of the Curriculum Study Centers and five of the Demonstration Centers funded under the Cooperative Research Program had submitted their final reports to the Office of Education. Curriculum materials from the Centers at Carnegie, Georgia, Indiana, Hunter (*Gateway English*), Nebraska, Oregon, and Wisconsin are available for classroom use this fall. The Centers at Gallaudet College, Georgia, Illinois (ISCPET), Indiana, Ohio State, and Wisconsin, however, are continuing their work beyond September 1967. Moreover, nearly ten percent of the Secondary School English teachers in the United States have attended the NDEA Institutes in English authorized by the three-year extension of the NDEA (of 1958) in October 1964.

This report brings the record of the English Program of the Office of Education up through September 1967. Readers will want to consult earlier reports on the English Program, begun late in 1961 as Project English, in three previous issues of *PMLA*: Michael F. Shugrue, "New Materials for the Teaching of English: The English Program of the USOE," LXXXI (September 1966), 1–36; Irwin R. Steinberg, "Research on the Teaching of English Under Project English," LXXXIX (September 1964), 50–76; and J. N. Hook, "Project English: The First Year," LXXVIII (September 1963), 33–36.

In the summer of 1967, Title XI of NDEA supported 96 institutes in English, 56 in Reading, 12 in English for Speakers of Other Languages, and 37 for Disadvantaged Youth. Nearly 3400 teachers of English have participated in English institutes. As in 1965 and 1966, the Office of Education licensed the English Institute Materials Center, a joint project of MLA and NCTE, to distribute experimental materials from the Study and Demonstration Centers to NDEA institutes. In 1967, 40 units from 17 Centers were distributed to participants and staff members in 121 institutes.

To improve the use of EIMC materials, the Office of Education funded a special "Evaluation of the Use of EIMC Curriculum Materials in NDEA Summer Institutes in English" as part of a series of special studies supported through a grant to the Consortium of Professional Associations to Supervise Studies of Special Programs for the Improvement of Instruction in American Education, administered by the Association of American Geographers.[1] The study, conducted by Michael Shugrue, Carl Barth, and Leo Ruth, provided for a meeting of the Curriculum Study and Demonstration Center Directors in New York in October 1966 to select materials for distribution in 1967. Upon the recommendation of the Directors and with the support of other professional leaders, the Office of Education funded a special institute from 28–31 January 1967 at Loyola University, Chicago, under the capable direction of James Barry, to enable Directors of summer institutes to consult with Study and Demonstration Center Directors and to hear leading scholars discuss trends in the study and teaching of language, literature, composition, reading, and psychology. The papers presented at the Loyola institute, the English Teacher Preparation Study, and preprints of this report were distributed to summer institutes in 1967. An institute for teachers of the language component of institutes, like that conducted by the Center for Applied Linguistics in 1966, was held at the University of Minnesota from 9–11 February under the direction of Harold Allen.

Under the direction of William M. Gibson, the Center for Editions of American authors, the recipient of the first grant made by the National Endowment for the Humanities upon its establishment in 1966, is accelerating editorial work upon critical editions of works by Stephen Crane, R. W. Emerson, Nathaniel Hawthorne, W. D. Howells, Washington Irving, H. D. Thoreau, the Mark Twain papers, and Walt Whitman. The grant requires that these authoritative texts must be made available at a reasonable fee.

Two of the nineteen Regional Education Laboratories established under Title IV of the Elementary and Secondary Education Act of 1965 have undertaken projects in English. The Upper Midwest Regional Educational Labora-

[1] J. N. Hook's, "Institutes for Trainers of Teachers," and Floyd Rinker's, "Appropriateness of the Institute Authority for Elementary School Teachers," contain additional information about and suggestions for the improvement of English institutes.

tory, serving Iowa, Minnesota, North Dakota, South Dakota, and Wisconsin, has supported a series of six conferences in Minnesota, under the direction of Harold Allen, to assist colleges to meet the new Minnesota requirements for preparing secondary teachers of English. In addition, it has financed the demonstration and evaluation of language units prepared by the University of Minnesota Curriculum Study Center in three Minnesota high schools. The Appalachia Education Laboratory has established a Basic Communication Program, directed by Carlton M. Singleton, to build a curriculum in Standard American English to meet the needs of Appalachian youngsters. The curriculum will be ready for classroom testing late in 1967 and throughout 1968.

James R. Squire's *Study of English Programs in Selected High Schools Which Consistently Educate Outstanding Students in English*, completed in 1966 with support from the Office of Education, explored the nature of good English departments and suggested ways to improve their staffing, organization, and administration. In the spring of 1967 he conducted a similar study of programs in representative British schools. Other important programs supported by the Office of Education include Thomas Wilcox's *Study of Undergraduate English Programs* and the ambitious *Dictionary of American Regional English* (*DARE*), directed by Frederic Cassidy.

Because communication is so important if curriculum change in English is to take place, one looks hopefully towards the establishment, with support from the Office of Education, of Education Research Information Centers in English like the one in the foreign languages now in operation at the MLA under the direction of Kenneth W. Mildenberger. ERIC would make available research reports to college and school personnel through annotated bibliographies and inexpensive reproduction of the documents themselves. Forming a nationwide clearinghouse, English ERIC would enable teachers and curriculum builders to sift through the mounting number of significant curriculum projects in English.

Two other important projects should be mentioned in this report. Don Cameron Allen, with generous assistance from the Danforth Foundation, and with the guidance of the MLA English Advisory Committee, has met with the chairman of every department of English offering the Ph.D. in the United States and Canada to discuss requirements for the Ph.D. in English and the possibilities of an intermediate degree. Through a series of carefully designed questionnaires, Professor Allen has compiled valuable statistics about the training of Ph.D.'s in English. His study, to be published late in 1967, will include important recommendations concerning the preparation of college teachers of English.

The Anglo-American Seminar on the Teaching and Learning of English, held at Dartmouth College from 20 August through 20 September 1966 under a grant from the Carnegie Corporation, brought together fifty scholars and teachers from the United States, Canada, and England for perhaps the most important conference to take place in English since the Basic Issues Conferences of 1958. Herbert Muller, Distinguished Service Professor at the University of Indiana, has written a volume for the general reading public, to be published by Holt, Rinehart, and Winston in September, and John Dixon, Senior Lecturer, Bretton Hall College of Education, Wakefield, Yorkshire, has prepared a book for the profession, to be published by the National Association of Teachers of English (NATE) in cooperation with MLA and NCTE in September.

In its second phase, a national English Program must provide greater opportunities for communication, evaluation, and continued research. The profession needs, first, to find more ways to disseminate information about research in English and in the English curriculum. Second, the profession must find ways to evaluate curriculum programs as they are developed in order to guide those who plan the English curriculum in the schools. Third, the profession must encourage the Office of Education to support members of the profession who wish to continue a vigorous program of curriculum development and experimentation in English. Continued federal support for Study Centers, Demonstration Centers, and individual research projects will help insure that the teacher of English at any level has the best materials which scholars and teachers working together can produce. Continuation of the NDEA English institute program will help guarantee that thousands of teachers at all levels become familiar with the best of what is new and relevant. Curriculum development in English must be a continuing part of American education.

University of California at Los Angeles

Guides for Teaching English as a Second Language to Elementary School Pupils have been

developed under the direction of Clifford H. Praetor of UCLA and Mrs. Afton Dill Nance, Consultant in Elementary Education, California State Department of Education. J. Donald Bowen and Lois McIntosh, both of UCLA, serve as consultants to the project. The linguist and the four members of the writing team are Robert Wilson, Evelyn Bauer, Eddie Hanson, Jr., Donald Meyer, and Lois Michael. In 1965 members of the writing team began graduate classes in the teaching of English as a second language which have continued throughout 1966 and 1967. Each writer is following a course of studies planned for his special interests and preparing materials within this framework. All will receive the certificate in Teaching English as a Second Language at the end of the project.

Planning curricular material in English as a second language for California schools is no simple task. The most urgent needs are those of the group which speak Spanish as their native tongue. However, California receives immigrants from all parts of the world, and children from a variety of language backgrounds. A fourth-grade teacher may have two or three non-speakers of English in class; a kindergarten teacher may enroll six such girls and boys; fifteen out of twenty-five children in a seventh grade may have Spanish surnames and represent all levels of proficiency in English. Materials to serve these pupils must be flexible, should be geared to California so that familiar aspects of the child's environment can be utilized, and should correlate with the other curriculums in California schools.

The guides cover the first two grades, but they can be used by children throughout elementary school. In the 145 lessons which have been prepared children receive outside their regular classrooms about half an hour of special instruction each day. During the summer of 1966, forty lessons were tested in the demonstration class of the NDEA institute at UCLA and summer sessions of public schools in Los Nietos, San Diego, and San Ysidro. These centers included urban and rural districts and children from families long resident in this country and new to the United States. Such experienced teachers of English as a second language as Mr. Wilson and members of the writers' team introduced the lessons and visited classes to observe the reactions of children and teachers. In one center, a qualified observer visited the homes of the children to ascertain the reaction of parents to the special instruction. Teachers using the materials praised the logical development of the lessons, their format, and their adaptability to a variety of children differing in age and language problems.

Continuing revision of the lessons will increase the active participation of pupils in a variety of activities, provide clear-cut and direct explanations of methodological procedures, and restudy the vocabulary listing in consideration of the following criteria for the selection of lexical items: usefulness in actual language use and in the teaching of grammar, value in contributing towards achieving lexical balance with reference to areas of meaning covered, and frequency count.

The guides are to be published by the California State Department of Education for use in the public schools.

Carnegie Institute of Technology

The Curriculum Study Center at Carnegie Institute of Technology, which completed its work in 1965,[2] prepared a sequential and cumulative English program, grades ten through twelve, for able, college-bound students. Lesson plans in literature, language, and writing, an essay on inductive teaching, and the evaluation of the project may be purchased at cost from the United Business Service Company, Pittsburgh, Pennsylvania 15206. The Center has initiated, under Robert C. Slack, a second project to investigate whether the courses designed originally for the top 20 percent of English students, on a national scale, might be modified for average students in academic classes; and whether the materials were clear and specific enough for able teachers without special training to use them effectively.

For two years, three promising teachers in three Pittsburgh schools, without prior knowledge of the Carnegie program, have devoted half a day to graduate study in English and half to teaching one of the new courses and making a record of their experience in classes with students of average academic ability. In the summer before the school year they received the materials for one grade level—tenth, eleventh, or twelfth—but were given no further preparation. Thus their position corresponded to that of teachers who would have to depend for guidance only upon the written materials produced at the Center.

Although the teachers concluded that the Carnegie program could be used successfully with students of average ability, they recom-

[2] The philosophy and structure of the curriculum is described in *PMLA*, LXXXI (Sept. 1966), 8–9.

mended that the inductive method of teaching which the program stresses be supplemented by a wide range of audio-visual materials, group reports by panels of students, frequent brief writing exercises, the use of structured study questions, and even some drill in the basic mechanics of written English. Although the average student benefits in the long run from more freedom in the classroom than he has been used to, he still requires more routine direction than does his abler classmate. The teachers agreed, further, that the program in its present form is set at a level somewhat above what the average student can achieve. Reading assignments, for example, are frequently too long, and discussion questions too sophisticated. The final report on the project, including an evaluation of the usefulness of the materials to the teachers, is now in preparation.

Teachers College, Columbia University

The materials developed by and the final report of the TESL Materials Development Center, submitted to the U. S. Office of Education in 1966, will presumably be available through ERIC in 1967.[3] The Hawaii Curriculum Center of the State Department of Education is continuing the development and testing of materials for teaching English to speakers of other languages begun by Gerald Dykstra.

Florida State University

The Curriculum Study Center at Florida State University was funded on 1 July 1963 to identify guidelines for the teaching of English to early adolescents. Students participating in the project are enrolled in grades seven, eight, and nine in six Florida junior high schools—two in Miami, two in St. Petersburg, one in Jacksonville, and one in Pensacola. The production of materials is a secondary objective of the project. Assuming that some procedures and materials already in use are valuable, the Center staff built into its curricula, when appropriate, existing textbooks, materials from curriculum guides, scholastic literature units, audio-visual aids, special pamphlets and teacher helps, and units from other curriculum study centers. The study aims to test the specific content and procedures in three curricula for grades seven, eight, and nine in the light of student response and behavior.[4]

No formal attempt to compare the three curricula on the basis of student achievement was made until completion of the ninth-grade experimentation in the spring of 1967. Several tests were then given to all pupils in the experimental programs and to a control group of pupils who were not in any Center program. Two measures have been developed which were not discussed in the 1966 report:

1. Pupils, presented with a composition written entirely in kernel sentences, will be asked to rewrite the selection in longer sentences. The papers will be analyzed for length of "T-units," found in research by Hunt to be a significant criterion of maturity in the writing process.[5]
2. Samples of writing by pupils who complete each curriculum will be rated using procedures developed by personnel of the Educational Testing Service.[6]

As important as the attempt to measure comparative achievement is the attempt to gather data on pupil-curriculum interaction, to get at pupil perception of the value and personal reward of the curriculums and of specific procedures and content and at pupil response and behavior in specific contexts. Although the research design is being maintained as scrupulously as possible, attention is being given to the accumulation and analysis of feedback. Peter Dunn-Rankin, University of Hawaii, has developed two approaches:

1. Records of pupils' reactions to the total curriculum and to the various kinds of assignments or activities in which pupils were involved during the year;
2. A scale based on the Likert model on which pupils rate various aspects of their English course each year on a five-point continuum from "Strongly dislike" to "Strongly like."

Near the end of the ninth grade, all pupils in the three programs will write an unstructured reaction to one poem and one short story. Their responses to the selections will be cataloged in a modification of the categories identified by Squire,[7] and various analyses will be made, in-

[3] For additional information on the project, see *PMLA*, LXXXI (Sept. 1966), 7–9, and Gerald Dykstra, "Active Teaching and Learning of Spoken English," *Teacher Education*, III (Nov. 1962), 134–139.

[4] See *PMLA*, LXXXI, (Sept. 1966), 9–10, for a description of the three approaches to curriculum being developed at Florida State; see also Herbert G. Karl's essay on the relationship of cognative processes to the study of literature, available from the Center.

[5] Kellogg W. Hunt, *Grammatical Structures Written at Three Grade Levels* (Champaign, Ill.: NCTE, 1965). Professor O'Donnell's device yields almost identical figures on length of "T-units" for fourth and eighth graders as those of Hunt's based on writing samples of 1000 words or more.

[6] See Paul B. Diederich, "How to Measure Growth in Writing Ability," *English Journal*, LV (Apr. 1966), 435–449.

[7] James R. Squire, *The Responses of Adolescents While Reading Four Short Stories* (Champaign, Ill.: NCTE, 1964), p. 17.

cluding a comparison of responses among students following the three curricula. Finally, a considerable amount of data have been collected by Center staff members as a result of visits to the participating schools; interviews with pupils; and analysis of student writing, responses to literature, quizzes, etc., as well as of the comments which participating teachers made day-by-day on the syllabi furnished them.

Gallaudet College

Experience with its first materials led to such extensive revision that the materials described here constitute virtually a new product. The manner in which these materials are introduced to and used by students has also changed. The Project aims to develop materials which will enable the student (a) to write grammatically correct and effective English prose and (b) to comprehend better what he reads of materials at the "secondary level" of difficulty.[3] Material for a year's work is divided into eleven units or chapters. The first six units deal with simple sentences while Unit 7 deals with compounding and simultaneously serves as a review of simple sentence patterns. The second semester's work, Units 8–11, covers complex sentences and subordination. Each unit begins with a pre-test covering the grammatical material to be taught in the unit. The test can be used both as a diagnostic tool and as a standard against which a post-test score can be compared. The unit then provides exposition on that aspect of language to be covered in the unit, chiefly through transformational grammar, which is to be learned not as an end in itself but as a tool for the student. Some exercises are a generic and illustrative part of the exposition. Additionally, the exposition is cross-referenced to the other materials in the unit. The third part of a unit consists of a set of structured exercises covering material presented in the second part. The exercises are sufficiently numerous so that the teacher can select from among them to maintain student interest. Usually the student is directed to write or manipulate the language, but, in some cases, he identifies language elements. The fourth aspect of each unit consists of a series of writing exercises, usually paragraphs. The directions are structured so that the resulting paragraphs will contain a high proportion of the kind of sentences covered in the remainder of the unit. The next major element consists of readings. For weaker students, Books 7 and 8 of *Compositions, Models and Exercises* will make up the year's work; stronger students will study Books 8 and 9. These texts offer brief models to illustrate writings which are closely related to the exercises. Approximately 500 words chosen from each book serve as a basis for vocabulary drill and dictionary practice. A post-test, which parallels the pre-test, completes each unit.

Separate and independent tests on writing ability and reading comprehension will be used to evaluate the success of the curriculum materials. The primary measurement tools will consist of an essay written by the students at the beginning and the end of the academic year. These will be evaluated for language growth. Standard reading comprehension tests will serve as a measurement for reading improvement.

The University of Georgia

The Study Center at Georgia is preparing and field testing materials on the teaching of written composition from kindergarten through grade six. These materials contain basic information for teachers and descriptions of learner experiences from which writing may be derived.

Foundations for Curriculum Construction in Written Composition from Kindergarten through Grade Six establishes a theoretical base from contributions of several disciplines: anthropology, sociology, psychology, and linguistics. Concerned with the process as well as the product of writing, it projects a methodology that draws upon the various subject fields in the elementary grades. This volume, presently in its final stages of editing, provides an account of elements basic to curriculum design and research studies that have influenced the work of the Center.

Objectives for a Curriculum in Written Composition and Related Learning Experiences states the objectives of the curriculum, defines the scope of content, and demonstrates how sequence may be attained through selected classroom activities. Prepared with the teachers in the cooperating schools during the summer conferences, it has been tested, revised, and is ready for final editing.

A volume of teacher materials on the structure of written composition will contain models of good writing taken from literature and children's compositions. It will include accounts of teachers' experiences with children in teaching imagery in language and in stimulating composition by extensive reading. A fourth volume will

[3] See *PMLA*, LXXXI (Sept. 1966), 11–12.

provide reference materials for teachers who wish to use the curriculum.

The teaching materials for each grade are derived from four major areas: development of content for composition, development of the structure of composition, development of vocabulary, and knowledge of the nature of language. Tests to appraise pupil understanding and use of modification, subordination, imagery in language, and the extension of an idea have been constructed and validated from the beginning. Because no useful composition scale is generally available for evaluating the writing of very young children (grades two and three), Georgia's Research and Development Center, cooperating with the English Study Center, is developing model or comparison essays for the writing of second and third graders. Ratings, made by four experienced raters, are based on criteria developed by teachers in schools cooperating with the Center. The samples were obtained under standardized conditions (topic, directions, timing) in October, May, and September of 1965–66 from pupils in the ten cooperating schools. The samples are being rated by the comparison-essay method, using model essays selected earlier. The scale, with model essays, will, in turn, help evaluate the compositions of second and third graders who use the Center's materials. These papers will also be compared with those written by a control group not using the Center's material.

Hunter College of the City University of New York

Gateway English

Gateway English has worked since 1962 to develop English language arts materials and methods for junior high school students (grades seven through nine) whose achievement in English is diminished because of environmental disadvantages.[9]

Chronology

1962–63: Preliminary and exploratory investigations of size and seriousness of the problem were made. Because what research done on the language deficiencies, reading interests, and reading difficulties of lower class children had not been summarized, a review of this research was made by the Project Director and is included in the U. S. Office of Education Bulletin No. 5 (1964), *Improving English Skills of Culturally Different Youth in Large Cities.*

1963–64: Four seventh-grade curriculum anthologies centered on literature dealing with personal and familial themes were developed with accompanying manuals for teachers, which include an overview of the rationale and aims of the unit, detailed lesson plans, and suggested quizzes.

1964–65: A year's pilot testing of the seventh grade units in New York City was completed. Revisions were made on the basis of this experience and the units were again retested in New York City, Miami, and San Diego. Four eighth grade curriculum anthologies with accompanying manuals for teachers were developed. These units have a broader social focus than the seventh grade units; a poetry unit stresses metaphor, simile, and personification; another unit aims at helping all youth recognize some of the "universals" that abide in the work world.

1965–66: Pilot testing of eighth grade units took place in New York City, Miami, and San Diego. The first four seventh grade units were published by the Macmillan Company. Four ninth grade units dealing mainly with people in poetry, conformity and non-conformity, ethics, and social protest were developed.

Materials created by the project:

1. *Curriculum units.* Four units with an estimated reading level of fifth through seventh grades are available from the Macmillan Company: *A Family Is a Way of Feeling, Stories in Song and Verse, Who Am I?,* and *Coping.*

Sample copies of the following units may be purchased from *Gateway English* for examination by curriculum libraries in school systems or institutions preparing teachers: (a) for an estimated reading level from sixth through eighth grades: *Striving* ($1.25), *Creatures in Verse* ($.75), *Two Roads to Greatness* ($1.75), *A Western Sampler* ($2.00); (b) for an estimated reading level from seventh through ninth grades: *People in Poetry* ($1.25).

2. *Annotated bibliographies of supplementary books for classroom use. Gateway English*-Booklist II (eighth grade) ($.50).

3. *Supplementary manuals for teachers.* Two manuals are available from ERIC Document Reproduction Service, Photo Division, Bell and Howell Company, 1700 Shaw Avenue, Cleveland, Ohio 44112: (1) *Identification and Image Stories* suggests ways in which English teachers can help educationally disadvantaged adolescents identify with well-known characters in stories and tales and shows how teachers may help these adolescents reshape their own life experiences into reading experiences by encouraging them to

[9] For more detailed information, see *PMLA*, LXXXI (Sept. 1966), 13–14.

make class anthologies of anecdotes and true stories about themselves and people they know; (2) *Developing Original Materials in Reading* is a writer's guide with examples for teachers who are willing to try their hand at writing for their underprivileged and underachieving students. Themes, characters, and milieu of special appeal for these adolescents are discussed, as are ways of capitalizing on students' familiarity with TV communication styles and cues, and methods of testing reading comprehension.

Hunter College of the City University of New York

Bilingual Readiness Project
(Finocchiaro)

The Project was concerned with the teaching of English to enhance the self-confidence and skill of speakers of other languages in the United States and the teaching of foreign languages to English speakers.[10]

Conclusions

1. The Project reduced racial prejudices in the schools and communities which it served.
2. The climate engendered in the bilingual class was carried over throughout the day, particularly when the elementary teacher asked the children to sing a song, dance, or play the game they had played with the bilingual teacher.
3. Children expressed themselves more freely, not only in the special Project class, but throughout their elementary school program.
4. The observation of children in this program and the carry-over into other curriculum areas helped teachers and guidance counselors assess the children's native intelligence.
5. Negroes, Spanish speakers, and others achieved equally, subject, of course, to individual differences.
6. Brain-damaged children participating in the program learned another language at this level as well as other pupils.

The Project raised questions for further study:

1. If a language is dropped at the end of the first year and a FLES program not introduced until fourth grade, what degree of maintenance will be apparent in the phonological, syntactical, or lexical aspects of Spanish?
2. Will observation and achievement of children in language learning give valuable clues to their native intelligence?
3. What degree of correlation at this age exists between language learning and native intelligence?
4. What is the degree of transfer to other curriculum areas of the aptitudes developed in this area at this age level?
5. How long does it take a child of five to understand and produce language, or to learn numbers of words and patterns, as compared to a child of ten or to one of fourteen?
6. Do children lose the positive attitudes toward themselves and others which they have developed when language study is discontinued?

Hunter College of the City University of New York

Bilingual Readiness in Primary Grades
(King)

The Final Report on this Early Childhood/Primary Demonstration Project (February 1964 to December 1966) describes a newly developed curriculum, approach, methodology, and technique for Pre-K through Early Primary Grades. Based on the systematic application of child development approaches to language teaching techniques, it describes a high quality early childhood literature and language curriculum and its unifying impact on the outwardly integrated classroom which had heretofore generally remained inwardly segregated into group islands of varying backgrounds (Spanish, Negro, and White).[11]

Innovative approaches include: (a) a coordinated story-song-play approach, (b) a creative story-telling variations approach to lesson plan units, (c) a language-through-literature approach, (d) a multi-sensory approach, (e) a multiple readiness approach, and (f) an education technology approach to early childhood.

Major Conclusions

1. The literary story of merit was found to be meaningful to young children regardless of language, ethnic, racial, cultural, or socio-economic background.
2. Teaching through literary stories united children of all backgrounds, in contrast to teaching through "daily living units" ("our family") which tended to separate children.
3. Multiple readiness factors of the five year old favored a simultaneously introduced dual curriculum of language and literature carried on in a bilingual setting.
4. Bilingual readiness plus beginning skills of formal language learning were readily acquired within a context of literary language usage.
5. A multisensory approach made possible an experience-type of comprehension by fusing language and sensory communication.
6. Bilingual reading readiness techniques became readily a part of bilingual speaking readiness techniques.
7. Mastery of skills can be joined to meaningful language usage when literature and language are simultaneously taught.

[10] For a detailed discussion of the goals and procedures of the Project, see *PMLA*, LXXXI (Sept. 1966), 14–16.

[11] See also *PMLA*, LXXXI (Sept. 1966), 16–18.

8. Many principles underlying early childhood development are strikingly similar to principles underlying language learning.

9. Early childhood development, early childhood literature, and early childhood language learning can be linked into a bilingual readiness program through the principle of repetition fundamental to all three curricular areas.

10. Young children's attention span was extended well beyond age expectation with the aid of electronic technology.

11. The use of educational technology in kindergarten and early primary grades has a motivated basis in the young child's love of repetition and mimicry.

12. Available high quality early childhood literature, illustrations, and music were suitable for a bilingual readiness program if adapted through simplification and patterning, and if especially selected to meet linguistic criteria for teaching and learning purposes.

13. When the language of a minority group is taught as a foreign language in the classroom, it changes from low to high status value, and the presence of minority children in the classroom is no longer considered a disadvantage by the majority.

14. The bilingual program provided classroom teachers with a new awareness of the teaching/learning potentials of non-English children.

15. In a bilingual or multi-ethnic classroom it was possible, through childhood literature, to inculcate American traditions and values without disrespect or damage to children of various ethnic groups.

Summary of Implications and Recommendations

1. *Developmental Age, Language Development, and the Age of Pre-Literacy.* Observations of kindergarten children in the project showed that while children are still in a pre-literacy age in terms of intellectual development, they have reached a stage of language development in which they are ready for a high degree of ideational content. A strategically planned curriculum is therefore needed, using the medium of ideational language and thought communication for intellectually creative purposes.

2. *Language, The Literary Age, and Literature Readiness.* Since the *Bilingual Readiness Project* was programmed sequentially and entirely around high-quality children's literature, children in their earliest school years were given a *literary foundation*—stemming from the oral tradition of literature, and offered in a bilingual milieu. Dual programs in language and literature in the early phases of language learning should be developed on several grade levels in the elementary grades.

3. *Multisensory Perception and Multiple Readiness.* The application of basic principles of early childhood development to the *Bilingual Readiness Project* led to the development of a methodology and technique perhaps best described as the *multisensory approach.* This approach emanated from the underlying principle of multisensory perception as a central and unifying factor to all childhood learning.

4. *Technology and the Teacher.* Repeated observations of children's use of technological educational devices suggest that the child's love for repetition and desire for periods of privacy complemented the programming techniques of technological instrumentation. The teacher in the elementary grades, primary and early childhood included, should be aware of his need to understand the role of technological devices in the classroom. Teacher training programs, lectures, workshops, summer institutes, in-service training, and, above all, a closer rapport between the technologist and the educator are in order.

5. *Language Preservation, Language Acquisition, and Bilingual Readiness.* In a country of multi-ethnic origins, such as the United States, it appears entirely feasible to preserve linguistic multiplicity within a basically monolingual educational system. What was done in English-Spanish and tried in English-German could be attempted in any number of language constellations, depending on geographic linguistic resources, in a series of programs of simultaneous linguistic preservation and acquisition.

6. *The Preparation of Teachers, the Multi-Purpose Curriculum, and the Integrated Teacher.* A pre-FLES training program is missing for language teachers—be they FLES or TESOL—to teach language at the preschool and early primary levels. A pre-FLES language training program combined with early childhood education is a second major desideratum. A program for team-supervised practice teaching at the early childhood grade levels could provide the training for language specialists in the early years.

Further Study

Further research arising from some of the project-related areas, particularly those of oral language and electronic devices, has led to a new project entitled *The Application of Audio-Lingual Technology to Beginning Reading*, which will be reported on at IRA, TESOL and DAVI/NEA Conventions.

Further Information

Audio-Visual Instruction, October 1966.

Copies of the Final Report or Summary may be obtained by writing to Dr. Paul E. King, Box 429, Englewood, N. J. 07631.

University of Illinois

The Illinois State-Wide Curriculum Study Center in the Preparation of Secondary School English Teachers, "ISCPET," will continue through July 1969 (under the general direction of J. N. Hook, with Paul H. Jacobs serving as the associate director and Raymond D. Crisp as the

research associate).[12] Although the twenty Illinois colleges and universities composing ISCPET are vastly different in size, financial support, background, programs, and requirements, all desire to reach a consensus upon the most desirable competencies in teachers of secondary English and the "ideal" program for preparing them, and to find ways in which the institutions, regardless of their diversities, could approach that ideal.

Although a "final" version of the "Qualifications of Secondary School Teachers of English" will not be available until 1969, the preliminary version has been published in *College English* (November 1965), and reprints are available without charge. ISCPET has already mailed out more than twenty-five thousand copies of the reprint.

In addition to examining and in many instances altering its curricular offerings, each ISCPET institution is conducting at least one special study of an especially troublesome problem in the preparation of English teachers. Studies not reported last year include:

Greenville College. A nation-wide study of the supervision of student teaching in English.

Illinois Institute of Technology. A study to prepare materials (syllabus, bibliography, and illustrative tape recordings) for a course in social problems in the English language.

Illinois Wesleyan University. A study involving examination and evaluation of traditional and contemporary English grammars being taught in selected colleges and universities across the country, and establishment and evaluation of a course in grammar(s) suitable for prospective teachers of secondary English.

Loyola University. (1) A study of the effects of a speech unit and a unit in the art of questioning, designed especially for prospective secondary English teachers in a student teaching course, upon their performance in secondary English instruction; (2) A study of the effects upon experienced English teachers, who had not had student teaching, of a five-hour course entitled "Student Teaching" and involving emphasis upon critical thinking in teaching; (3) A study of the value of courses in the Classics ("The Classical Epic" and "The Classic Theatre"), offered as electives, in the curriculum of prospective high school teachers of English.

Southern Illinois University. Development, administration, and analysis of an examination based on the ISCPET "Qualifications of Secondary School Teachers of English: A Preliminary Statement," co-sponsored by the University of Illinois.

University of Chicago. An evaluative study of Master of Arts in the Teaching of English (MATE) programs in Illinois.

University of Illinois. A study to determine the level of competence desirable in educational measurement and evaluation possessed by Illinois secondary English teachers now in service and to ascertain the level of competence desirable in prospective English teachers.

Western Illinois University. A study involving development, teaching, and evaluation of the results of a course for teachers in service devoted to the practical application of linguistics, of principles of composition, and of various approaches to the teaching of the slow learner.

Because ISCPET personnel were aware that they must have measurement devices for use in each participating institution before any substantial changes in the then existing programs could be effected, at one of their early meetings they selected the new edition of the Educational Testing Service's "English Language and Literature Teaching Area Examination" of the NTE battery. This test was used during 1964–65 to establish a norm or base line for each institution with which the scores of graduates in the remaining four years can be compared in order to see what changes occur. Presumably, these changes will be attributable largely to curricular revision and perhaps to policy changes since the type and calibre of students within an institution will probably not change markedly before the conclusion of ISCPET. No comparison of institutions is being made; each institution is competing only against itself. However, a cumulation of test scores is being maintained at ISCPET headquarters, and statewide norms are being established. Thus each institution will be able to determine the position of each of its graduates on the scale. In addition to the test, six ISCPET-prepared rating scales are now in use at each institution. Though the criteria vary almost negligibly from scale to scale, the persons asked to complete the scales and the times specified for their completion vary considerably. The scales are as follows: Form A—for student teachers at the end of student teaching; Form B—for cooperating or critic teachers (to be completed for each student teacher simultaneously with A); Form C—for college supervisors of student teachers (to be completed simultaneously with both A and B); Form D—for teachers at the end of one year of teaching; Form E—for employers of teachers who have completed one year of teaching (employers of the teachers in D); and Form F—for department chairmen (who work with the teachers in D).

[12] See *PMLA*, LXXXI (Sept. 1966), 18–19.

Indiana University

The Indiana Curriculum Study Center is concerned with the development and preliminary testing of courses of study in English for grades seven through twelve. Under the direction of Edward B. Jenkinson, the staff of the Center is currently revising and field testing curriculum materials in literature, language, and composition before they are published.

Originally, the Center attempted to develop three distinct courses of study in English for academically talented, average, and slow-learning students in grades seven through twelve. But the search for fundamental concepts in literature, language, and composition, and the attempt to order them convinced the Center staff that basic concepts can be presented to all students through content that challenges each group. Illustrations of the ordering of the concepts are included in *PMLA*, LXXXI (September 1966), 21–22. The current report includes only brief descriptions and probable publication dates of the first five volumes to be published by the Indiana University Press.

On Teaching Literature: Essays for Secondary School Teachers. Junior and senior high school teachers experimenting with materials prepared in the Indiana University English Curriculum Study Center requested that successful teacher-scholars write essays that could serve as useful guides to the teaching of novels, short stories, poems, plays, essays, and biographies. Stressing close reading and the careful phrasing of questions that lead students to understand and to appreciate a work of art, the six essayists, all professors of English at Indiana University, underscore the importance of varying approaches to the teaching of literature. They note that any literary work should be considered both in terms of its genre and as an individual work of art before a teacher decides how to present it to his students. The volume includes the following essays: "On Teaching the Novel" by George Levine, "On Teaching Short Stories" by Mary Alice Burgan, "On Teaching Poems" by Philip Appleman, "On Teaching Drama" by Gerald Rabkin, "On Teaching Essays" by Don L. Cook, and "On Teaching Biography" by C. Donald Peet. In an introduction for school administrators, Edward B. Jenkinson, Director of the Center, draws upon the basic assumptions of the essayists in making a plea for the reduction of class loads for teachers of English. The volume was published by the Indiana University Press in April 1967.

Two Pedagogical Grammars. This volume contains two courses of study in syntax for junior and senior high school students. The first, an inductive approach to grammar for academically talented and average students, presents aspects of transformational and structural grammars in terms that students can understand. Written by Marshall L. Brown and Elmer G. White (both of Culver Military Academy) with Mr. Jenkinson as contributing editor, this grammar assumes that students can master the fundamentals of syntax in junior high school and need not be troubled with repetitious lessons in senior high school. The grammar begins by distinguishing between form words and structure words, examines kernel sentences, and then presents transformational rules in such a manner that students master processes without having to memorize rules. The second grammar is for teachers of slow-learning students in grades seven through twelve. Written by Mr. Jenkinson, this eclectic grammar also emphasizes the importance of inductive learning. This grammar asks slow-learning students to build their own sentences instead of attempting to analyze sentences written by others. This grammar is concerned not only with syntax but with attendant matters of punctuation, capitalization, usage, and semantics. Both grammars, like all courses of study prepared in the Center, have been tested in pilot schools. The book was published in July 1967.

Teaching Literature in Grades Seven Through Nine. This course of study in literature contains essays on, and study questions for, a novel sequence for students of all ability groups to be taught in grades seven through twelve. The novels are: . . . *and now Miguel*, *The Witch of Blackbird Pond*, *The Light in the Forest*, *Shane*, *The Pearl*, *Tom Sawyer*, *The Red Pony*, *Great Expectations*, and *To Kill a Mockingbird.* The volume also contains a poetry sequence for grades seven through nine. Activities are arranged according to difficulty, from the simple and concrete to the more abstract, so that the same sequence may be presented, with appropriate modifications, to slow-learning, average, and academically talented students. The program is cumulative in that emphasis is first on sound and beat, then moves to include story, idea, picture, and metaphor. The volume also contains an introduction to narration; essays on, and study questions for, two history plays for grade eight; essays on, and study questions for, two Shakespearian history plays for grade nine;

and units on teaching classical mythology and the *Odyssey*. The unit on narration and the two units on the history plays provide a sequential introduction to drama and short stories. The volume was published in July 1967.

What is Language? And Other Teaching Units for Grades Seven Through Eleven. The first unit in this teacher's guide to the study of language asks students "What is language?" By helping students apply their intuitive knowledge about language to that question, the unit prepares them for the study of connotative and denotative meanings of words, word formation, history of the language, semantics, and lexicography. The volume contains these units: What Is Language?, So What's a Dictionary For?, How Words Are Formed, How Words Change Meaning in Time and Context, Roots and Combining Forms, An Introduction to Phonology and Morphology Through Prefixes and Suffixes, A Brief Introduction to the History of the English Language Through Borrowed Words, American Dialects, Semantics, and Lexicography from Cawdrey to Webster's Third. The volume was published in August 1967.

Theme Assignments for Grades Seven Through Twelve. This course of study in composition for grades seven through twelve contains six structured theme assignments for each grade. The major concern of grade seven is finding pertinent matter for composition; of grade eight, arranging the matter logically and effectively; and of grade nine, reemphasizing finding the matter and arranging it logically as well as presenting the matter with due rhetorical emphasis of each part of the whole. These three steps lead, of course, to the familiar unity, coherence, and emphasis. This program differs from others by focusing primarily, grade by grade, on major steps in the writing process. This course teaches one important step in the writing process at a time. Written by William H. Wiatt (Indiana University), Marshall Brown, Elmer White, and Edward Jenkinson, the volume will be published in November 1967.

Persons interested in the volumes to be published by the Indiana University Press should write directly to the press for information.

University of Michigan

A complete account of "English in Every Classroom" can be found in *Hooked on Books* by Daniel Fader (Berkley Medallion Books F1276), a paperbound book which includes a narrative report of the program, description of test battery for evaluating the program, study guide to paperbound books, and reading list of 500 paperbound books.[13]

Western Michigan University

The English Teacher Preparation Study, conducted jointly by the Modern Language Association, the National Council of Teachers of English, and the National Association of State Directors of Teacher Education and Certification, with the cooperation of Western Michigan University, completed guidelines for the preparation in English of elementary school teachers and secondary school teachers of English in March 1967. Following the national meeting of the Study, held in Chicago from 27–28 January, NASDTEC approved the six guidelines in principle, subject to editorial revisions agreed upon by the National Board of the Study on 20–21 February. The staff of the study is now preparing a report which will include not only the guidelines, but the history of the study, a detailed rationale for each guideline, a comprehensive bibliography on certification in English, a list of those most prominently involved in the preparation of the guidelines, and sample curriculums. The guidelines will be published in October 1967.

University of Minnesota

The Minnesota Center in English began work in July 1962 under the direction of Stanley B. Kegler, with the close cooperation of Harold B. Allen and Donald K. Smith. Rodger Kemp has joined the policy staff as project supervisor. The Center finds its historical and philosophical rationale in the increasingly frequent statements on curriculum theory which indicate the need for greater concentration on the study of language.[14] The major thrust of the project is toward the development and preliminary evaluation of a series of teaching materials on the nature and functions of language, specifically the English language.

Thirty-three teaching units are in varying stages of preparation in the Center; most are in final revisal form, but several, including a unit dealing with *kinesics*, *paralanguage*, and *proxemics*, are in earlier stages of development. In

[13] See also *PMLA*, LXXXI (Sept. 1966), 20–21.

[14] The Center will publish a detailed analysis of approximately fifty important statements on curriculum theory, ranging from President Eliot's Harvard Inaugural Address in 1869 to the statement of the CEEB's Commission on English, *Freedom and Discipline in English* (New York, 1965). See also, *PMLA*, LXXXI (Sept. 1966), 22–23.

addition to the teaching units, other materials have been or are being developed: packets of student readings related to each unit; analysis of concepts contained in each unit; tests to accompany each unit, tests of linguistic sensitivity; and a descriptive monograph describing the total program. The completed materials are being field tested in sixty-six Minnesota schools; a combined questionnaire and free response evaluation form is being used by teachers engaged in this aspect of the evaluation program. A second type of evaluation is being conducted in the Hopkins, Minnesota, secondary schools, involving experimental and control classrooms. Extensive information about subjects in this controlled study, collected in computer-usable formats over the past two years, was analyzed in the spring of 1967. To gain insights into the complex matter of attitude, a semantic differential scale has also been developed, tested, evaluated, and is presently being revised. A grant from the Upper Midwest Regional Educational Laboratory has led to the establishment of conference centers at Burnsville-Savage, Hopkins, and Detroit Lakes, Minnesota, to demonstrate and evaluate the experimental materials in a variety of contexts.

Beyond the development of units and other teaching materials and the evaluation, dissemination, and demonstration of these materials, the Center has engaged in in-service teacher preparation programs in nearby schools, pre-service seminars aimed at developing understanding of the Center's materials among undergraduates, and information programs for teachers and administrators. The Center plans to publish a monograph indicating the rationale for the study of language-focused materials, problems of curricular design, assumptions underlying the materials developed, and evidence from curricular theory. The curriculum materials will soon be available through appropriate outlets, such as the Regional Educational Laboratories.

To the list of Center materials reported in *PMLA*, LXXXI (September 1966), 23, may be added an unassigned unit: Introduction to Non-Verbal Communication; Uses of Space (proxemics), Gesture (kinesics), and Voice (paralanguage) in Communication.

University of Nebraska

Elementary School Program. The Nebraska Center has published its language and literature curriculum for the elementary school through the University of Nebraska Press. The Center is, however, continuing various research projects having to do with the elementary school: one having to do with the syntax of children's compositions; one having to do with logical powers exhibited in children's personal and discursive writing; and one having to do with the effects of background upon children's capacities in writing. Reports on these three projects should be available by the summer of 1967, and the Nebraska Center will endeavor to create a book on composition in the elementary school based on the findings of these projects—a book to be added to the general curriculum already published. As a further part of the effort to improve elementary English, the Center in 1966 conducted an Office of Education Conference concerning the institute training of elementary teachers in the allied areas of language, literature, composition, reading, and speech. The report of this conference defines a new set of areas of knowledge which elementary teachers of English ought to control and should be of interest to departments of English, speech, and elementary education. The report, *The Arts of Language*, is available from MLA and NCTE.

Junior High Program. The Center is now editing its junior high schools materials for publication. The Center has also entered into a correspondence with representatives of the National Council of Churches, the Catholic Educational Association, the Anti-Defamation League of B'nai B'rith, and other groups, to define the central problems having to do with the relationship of literature curricula and academic problems relating to knowledge about religion. From this correspondence may come conferences which will lead to revisions of the junior high literature materials which treat religious texts or theological questions.

Senior High Program. The literature program for the senior high school is virtually complete; the curriculum having to do with language and rhetoric is still in the process of creation. The Center has recently done additional research having to do with syntactical structures unique to the written language and is creating units for the eleventh and twelfth grade based on these researches. It is also carrying on its investigations of recent British philosophy, insofar as it may be useful to the teaching of composition, and has completed units for grades ten and eleven based on this work—units which follow up the rather controversial eighth and ninth grade units having to do with "Meaning" and "The Uses of Language." A twelfth grade unit dealing with logic is in process. All of the Center's material will be published by January 1968.[15]

As it moves toward its conclusion, the Center

[15] For a description of the curriculum for grades seven through twelve, see *PMLA*, LXXXI (Sept. 1966), 23–25.

has become concerned with three problems which are not directly represented in the creation of curriculum materials: the arbitrariness of the present coordination of grade, age, and sequence of study in American schools; the character of the American scholarly community as it relates to the elementary and secondary schools; and the character of present training programs for teachers—what programs will enable them individually and in their own classrooms to create imaginative and scholarly curricula.

New York University

The Linguistics Demonstration Center (September 1963–March 1966) informed English teachers about new ideas, materials, and methods for linguistics programs at the Junior and Senior High School levels. Under the direction of Neil Postman, the Center hoped (1) to stimulate the growth of linguistics programs, (2) to insure that new programs are based on sound practices, and (3) to help improve existing programs. The Center produced eight hour-long demonstration films which were shown on WNDT, Channel 13, in New York, as part of a series called "A Way of Learning." Kinescopes of each film have been shown to English teachers across the country. The moderator in each film is Charles Weingartner, State University of New York. Each lesson was unrehearsed, and the twenty-eight students were not specially selected or grouped in any way. For use in workshops, it may be desirable to show only the classroom segment (first 35 minutes of the film) because the panel discussion which follows often structures the perception of viewers. Two prints of each film are currently available at New York University; therefore only limited circulation is possible.

The Center also held seven days of conferences to inform teachers about new developments in the teaching of English. The following consultants participated at those conferences: Allan Walker Read, Harold Taylor, Henry Lee Smith, Jr., Charlotte Brooks, Earl Kelley, S. I. Hayakawa, Charles C. Fries, H. Marshall McLuhan. The proceedings of the last Conference were both audio- and video-taped. One of the sessions was broadcast on WNYC, the New York City Station. Kinescopes of talks by Hayakawa, Fries, and McLuhan, made possible through a special grant from the General Semantics Foundation, are available from the New York State Department of Education, Albany, New York. The Center also arranged visits to schools with ongoing linguistics programs and assisted in the evaluation of their programs. The Caldwell Public School System, Caldwell, New Jersey, and the New Rochelle Public School System, New Rochelle, New York, were most active in the work of the Center.

Northern Illinois University

The Curriculum Center is in its third, and final, year of operation. During the winter and spring of 1965–66 the materials developed earlier in 1965 were classroom-tested and revised. These materials are in three areas of linguistics: Segmental and Suprasegmental Phonology, Morphology, and the History of the English Language. The primary aim of the Center has not been to develop materials which are either sequential or cumulative; instead, each unit is a complete package which can be worked into the context of virtually any eleventh or twelfth grade English curriculum. The units vary in length from one day to two weeks, though units may be combined into a sequence of as many as six weeks. The History of the Language packet, for example, can be covered sequentially in about four weeks, or each unit in the packet can be worked into an existing curriculum as enrichment or as added material for honors students. Because each unit is complete, reference need not be made to other units in a specific packet. Exercises, keys, overviews for the teacher, lists of teaching situations to which the unit can be adapted, comprehensive daily lesson plans, descriptions of audio-visual materials, and an annotated bibliography accompany each packet. Three units, *Phonology*, *Morphology*, and *History of the Language*, revised and organized by the Director, Andrew MacLeish, Associate Director, William Seat, and participating teachers, were distributed to participants and staff members in 1967 NDEA Institutes. In December 1965, the Center began its work in transformational grammar. The major problem was what to present. One could present the grammar as Paul Roberts, Harold B. Allen, and some Curriculum Centers have done it: a sequence of lessons covering the major transformations. Since we have no explicit characterization of high school writing, this is an attractive choice with considerable merit. Since the Center is concerned with the explicit relationship between grammar and composition, however, this method of presenting a transformational grammar would not meet the needs of our research design. Accordingly, we set out to characterize the sentence formation of high school students so that our materials might rather precisely reflect their needs. We had, first, to decide upon an effective method of sentence analysis. K. W. Hunt's T-Unit analysis was rejected because it depends, at

any one given time, on a single evaluative criterion and, thus, its descriptive power seemed limited for our purposes. Further, Hunt's ingenuous technique does not enable a distinction between grammatically well-formed and malformed sentences. Accordingly, we chose to characterize the transformational history of every sentence in our writing sample, which contained about 5000 sentences from Project classrooms. This relatively mechanical procedure enabled us to distinguish between well-formed and malformed sentences and gave us an excellent insight into the relative ease or difficulty of transformational operations.

From January to June 1966 the corpus of sentences was analyzed and phrase structure and transformational grammars were written on the basis of this analysis by Mr. MacLeish. The transformational portion of this grammar emphasizes a wide variety of double-base embedment operations. Failure to distinguish between matrix and constituent sentences, failure to determine proper constituent sentences, failure to correctly embed possible constituents in matrices, and failure to delete properly after embedment has taken place are, in very general terms, the most frequent difficulties. For experimental transformational grammar in the classroom, our normative approach is direct and economical. We have divided the problems into three categories: those which must be dealt with in the phrase structure grammar, morphographemic problems, and transformational problems.

The grammars written by the Project Director were used in training the Project Teachers in the summer of 1966. Ninety hours of instruction emphasized both the strong appeal of transformational grammar to the taxonomic grammars of Jespersen, Poutsma, and Kruisinga and to conventional classroom grammar. Teachers also examined other transformational grammars written for teachers and developed curriculum materials. By September we had written introductions to phrase structure and transformational grammar for teachers and students and identified further problems for lessons. After two exhaustive summers of work in traditional (taxonomic), structural, and transformational grammars, our teachers were well-prepared to analyze problems and develop materials. Ten lessons in transformational grammar are now being tested in the classroom and further lessons are being written. While some lessons contain none of the symbolism characteristic of a transformational grammar, we do support the hypothesis that some symbolism must be presented in the high school transformational grammar so that the grammar retains its essential explicitness and simplicity.

Testing of student grammatical sensitivity during the first year of materials tryout indicated a gain of six to eleven points in the mean score in numerous classrooms. Hopefully, the transformational grammar presentation of co-occurrent features will significantly increase this sensitivity.

Although the Center began with the general idea of examining the relationship between grammar and composition, we have found over the past two years that exhaustive teacher preparation is necessary. Further, much effort has gone into the transformational characterization of writing, the identification of problems to be treated, and the development and testing of classroom materials.

Northwestern University

The Northwestern Center has prepared lessons in the art of writing that will be usable in grades seven through twelve. The lessons have sequence, increment, and development; but these qualities are derived rather from the nature of the subject matter than from the observable and assumed characteristics of children in their various developmental stages. Hence, though the lessons are presented as ordered and graded, the arrangement is by no means canonical. What is generally appropriate for most students in grades seven and eight may in certain situations be specifically useful for verbally skillful and socially advanced children in the fifth grade or, equally, for more or less disadvantaged children in the ninth or tenth grades. Therefore the lessons allow teachers to exercise judgment and choice, according to the conditions they face. The Center completed its work in March 1967. A description of the rationale for the lessons and of the lessons themselves can be found in *PMLA*, LXXXI (September 1966), 27–28.

Ohio State University

The primary objective of the Center staff has been to examine transformational grammar theory thoroughly to determine how the insights of this influential investigation into the nature of language can most appropriately change present classroom practices.[18]

[18] See Donald R. Bateman and Frank J. Zidonis, *The Effect of a Study of Transformational Grammar on the Writing of Ninth and Tenth Graders* (Champaign, Ill.: NCTE, 1966). Through Dr. Charles Fillmore of the Department of Linguistics, we have made use of the following studies: Barbara Hall, "Subject and Object in Modern English" (unpubl. diss., MIT, June 1965); D. Lieberman, *Specification and Utilization of a Transformational Grammar* (IBM Scientific Report No. 1, March 1966); Peter Steven Rosenbaum, "The

Figure 1 represents an early attempt to apply the concept of structure to the Center's commissioned task:

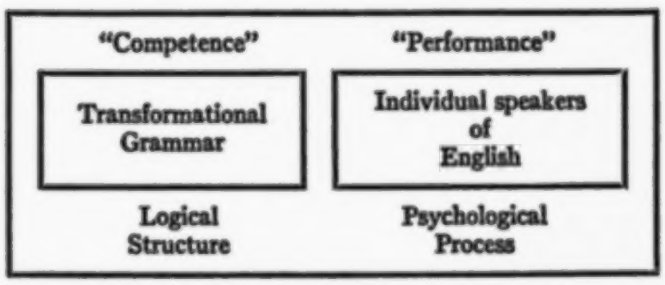

FIGURE 1

A transformational grammar is a theory, that is, a logical structure that is a representation of a psychological process. It is what Chomsky calls a "model of competence," a term he contrasts with "model of performance." The necessity for the contrasting terms lies in the fundamental difference between theory and reality: a theory, which consists of laws (verified statements) and hypotheses (unverified statements), is a description of ideality, which, though closely related to reality, cannot be equated with it. When the structure of a theory corresponds at different points with the structure of reality, the theory becomes a heuristic device which makes new insights available. Chomsky rightly insists that a model of competence is not a model of performance, though the two are clearly related to each other. The relationship between a theory and reality accounts for the fact that the study of one always illuminates the structure of the other. An investigation of the structure of a theory of sentence formation, for example, is certain to lead us to increased understanding of language acquisition and language development. The empirical investigation of language acquisition and language development in turn leads us to increased understanding of the logical structure of the theory. This never-ending interaction between theory and reality is what generates knowledge.

These reflections bear on the activities of the Center in many ways. The development stage of the Center concerns understanding the structure of transformational grammar theory and constantly testing out that understanding against language performance. A fundamental requirement is to become so deeply involved in the interaction between theory and reality that new understandings into both are being constantly generated.

The activities of a curriculum improvement center are not unlike the activities that one could imagine taking place in the classroom. Consider the following expansion of Figure 1:

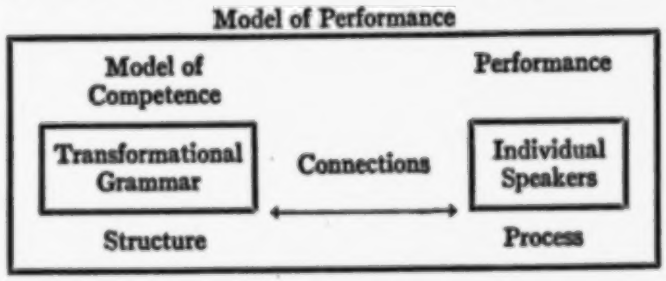

FIGURE 2

One could hypothesize that the English program—at least that part of it that investigates the nature of language—might provide the occasion for a student to discover the correspondences and discrepancies between his performance and the model of competence. Such an ongoing investigation would constitute the development of a performance model. The student, engaged in the study of the structure of the theory, would at the same time be empirically testing out the theory against his knowledge of language performance. The grammarian, the curriculum designer, the teacher, and the student could be properly engaged in meaningful inquiry into the nature of language. These activities should lead the student to more sophisticated understandings of stylistics, metaphor, correctness, operational principles of revision, and the relationships between grammaticality and acceptability, deviancy and non-deviancy, deep structure and surface structure.

The current activities of the Center include exploration of preliminary materials in approximately twenty classrooms scattered between grades four through twelve, continued examination of new grammatical studies, more regular sessions with consultants from the Department of Linguistics and the Department of Psychology, and increased concern over the complexity of innovation diffusion. Formal evaluation of classroom materials will be undertaken between 1967 and 1969.

University of Oregon

During the spring and summer of 1966, the experimental units for grades eleven and twelve

Grammar of English Predicate Complement Constructions" (unpubl. diss., MIT, June 1965); Uriel Weinreich, "Explorations in Semantic Theory" (Pre-publication version of an essay to appear in *Current Trends in Linguistics*, Vol. III); George Lakoff, *The Nature of Syntactic Irregularity* (The Computation Laboratory of Harvard University, Report No. NSF-16, Dec. 1965). Much of the current work in this area involves the attempt to specify the structure of the semantic component of a grammatical theory. These references extend the explanatory power of transformational grammar theory.

were distributed to cooperating school districts for classroom testing. Testing and revision of the final phase of the curriculum, the completion and testing of a full battery of tests, and the release of the entire Oregon curriculum to the Office of Education took place before September 1967. The units in language, literature, and rhetoric for grades seven through ten have already been released.

In the summer of 1966 a second NDEA Institute, modeled on those given independently by the Oregon Center in 1963 and 1964, and closely coordinated with the experimental curriculum of the Center, was held at the University of Oregon. Courses in Applied Criticism, the Theory of Oral and Written Composition, and the Structure and History of English were offered to participants from the four Pacific Northwest states. The 1967 Institute was open to participants from the entire country.

Literature. The eleventh grade focuses on form, examining the generic characteristics of the major contemporary imaginative genres: fiction (novel and short story), poetry, and drama.[17] Students should know and understand the main conventions of each of the genres; they should then see and understand the modifications or modulations the individual author makes in those conventions to render his work a distinct and unique member of a class. We wish them to see how the selection of genre imposes certain restrictions and coercions on the author, and then how within those restrictions and coercions he operates freely. Major works treated include *The Mayor of Casterbridge*, *The Scarlet Letter*, and *The Great Gatsby; Oedipus Rex*, *Macbeth*, and *Ghosts; The Rivals* and *Major Barbara*. Units on poetry and the short story are also included.

Grade twelve invites students to apply the skills and insights they have acquired to some broader problems in the study of literature. The curriculum considers five basic questions or problems that occur in the study of literature. Students, with the skills acquired in previous years, should be able to deal with these problems on a mature and rewarding level. The first unit deals with the question of the humane values of literature: why bother to read it, especially older works? The second and third deal with questions of literary taste and judgment; why is so much literature difficult or obscure to the average reader? What makes one work trite and another original, and how can the reader tell? The fourth and fifth units consider the end or purpose of literature, dealing with the question of value systems underlying literary works, and with the rhetoric of literature—its persuasive power. A final unit on *Hamlet* allows students to bring to bear all their formal training, as well as their tentative answers to the questions posed in grade twelve, on an examination of a major work in English literature.

Language. The emphasis in the eleventh grade is on language theory. The student, having had considerable experience with transformational grammar, comes with some insight into the basic structure of the English sentence, and should now be ready to explore some overall linguistic principles and to evaluate the knowledge he has about his language. Units on deep and surface structure and the recursiveness of language are therefore units about the nature of language and how it can best be described. The twelfth grade grammar, still being written, attempts to relate the transformational approach to syntax to an analysis of style and of metaphor, insofar as this is possible given the scholarship now available in the field. The general language material for grade eleven consists of the first part of a rather large unit on the history of the language. This historical unit, which deals with the external as well as the internal history of English, has been designed for use in grade twelve, but the part concerned with external history may be taught in grade eleven at the teacher's option. The material is to be used in conjunction with *A Brief History of the English Language* by W. Nelson Francis. Continuing the study of the history of the language, the major content of the twelfth grade is concerned with the history of Old and Middle English, both internal and external, with some attention given to methods of linguistic research as they relate to the origin and development of language. A final part of the work of the year is designed to give the twelfth grader a mature understanding of usage, its nature and importance.

Rhetoric. The eleventh grade rhetoric focuses on persuasion. It includes an emphasis on oral skill and proceeds through units dealing with the examination of a subject and the development of an opinion about it, the awareness of an audience, the development of "proof," and, to complete the year, an investigation taking the form of a research paper on "The American High School Student Today." The Center has developed a casebook on this topic—a wide-ranging collection of articles and essays which the student will use for his source material. Rhetoric in g de twelve stresses the unity of the rhetorical a , a notion we began to develop in grade seven and

[17] For a description of the curriculum in grades seven through ten, see *PMLA*, LXXXI (Sept. 1966), 29–31.

to which the spiral comes around again. Units focus on style; they include study of "The Personal Voice," the style of writers and the individual student, and some study in depth of stylistic considerations in paragraphs and sentences, including some more study of sentence and paragraph structure, coordination and subordination, parallelism, balance, antithesis, and other more advanced aspects of rhetoric. The final unit joins with the literature strand for a study of rhetoric and literature, applying rhetorical principles students have learned to fiction, in order to discover the writer's search for an effective point of contact with his audience.

A Speech Handbook has been developed by the Center to accompany the curriculum. Throughout the six-year span students have frequent opportunities for speaking activities. In addition, in each year they are asked to prepare two formal speech assignments provided for in the Handbook. They may also study the rudiments of parliamentary procedure as outlined in an additional short unit.

Purdue University

The second summer workshop at Purdue was spent revising existing units and writing the following new units: *Aesop's Fables*, *Evangeline*, and *The Book of Esther*.[18] These units, along with revised materials, are being tested in twelve midwestern city school systems. Half of the participants in the workshop had taken part in the previous summer's institute; even newcomers were largely colleagues of Project teachers and hence not entirely new to the program. Several teachers who had taken part in the first summer workshop, although unable to attend the 1966 workshop, also used experimental units during 1966–67.

The most successful classroom units in 1965–66 were those based on *The Diary of a Young Girl*, *Visit to a Small Planet*, *The Yearling*, and *Hiroshima*, in that order. Units on *Treasure Island*, *Life on the Mississippi*, *Kim*, *A Midsummer Night's Dream*, and *The Odyssey* met with moderate success. Three Encyclopaedia Britannica Films on the *Odyssey* increased interest in that unit last year. The unit on *The Ox-Bow Incident* met with resistance because of censorious administrators; that on *Spoon River Anthology* was given up as inappropriate for seventh graders, but will be tried later with more mature pupils.

Initial analysis of composition scores demonstrates both the growth of pupils in written composition and the apparent high reliability of the scale devised. Among the various compositions that 1800 pupils wrote, six were expositions developing thesis statements on the literary works studied. These six compositions were coded so that no judge knew the identity of pupil, school, or community. All judges shared in common a 20-point scoring scale, with the criteria of content and style weighted twice that of mechanics. Three compositions were written each semester. Compositions one, three, and five were scored, annotated, and returned to the pupils. Compositions two, four, and six, not annotated, were held back for scoring at the close of the school year. From each participating school district, a ten percent random sample was pulled and masked so that raters could not identify the "twos" or "fours" or "sixes." Each composition was read independently by three raters, supervised by Barnet Kottler (Purdue University). The scores, analyzed by Allan Starry, Director of the Center for Measurement and Research, demonstrated that most pupils showed no growth between compositions four and six, having reached a plateau at number four. They did, however, show growth in the first four compositions, and in the three months between compositions two and four they advanced from a mean of 9.44 to a mean of 10.04, more than most seventh graders ordinarily advanced in a year. This measurement was made within the bounds of high inter-rater reliability: from .65 on composition six to .85 on composition four. Allan Starry's analysis of the STEP tests which were administered as pre- and post-tests was completed in November 1966. Donald Turner is currently investigating the use of control groups in Project schools in Indianapolis.

Syracuse University

The Syracuse University-Jamesville-DeWitt Demonstration Center, under the direction of William D. Sheldon, produced ten 16 mm. films on reading instruction in secondary schools and developed a Center to demonstrate a secondary school reading program. The films are described in *PMLA*, LXXXI (September 1966), 33. Copies of a brochure giving complete purchase and rental information are available from the Instructional Communications Center, 121 College Place, Syracuse, New York 13210.

Tuskegee Institute

The OEO-SEAW Basic Adult Education Program, administered by Tuskegee Institute under the direction of G. T. Dowdy and G. W. Taylor

[18] For additional information, see *PMLA*, LXXXI (Sept. 1966), 31–33.

focused on communicative and computative skills, language arts, and social studies. Nine hundred and eight adults ranging in age from twenty-one to sixty and ranging from non-readers to fourth or fifth grade functional-level readers attended school for twenty-five hours a week under fifty teachers in twenty-six rural centers.[19]

Teachers encountered the following major deficiencies among students enrolling in the program: illiteracy, inability to follow directions, poor work habits, use of sentence phrases instead of whole sentences, poor listening habits, phonetical deafness, inability to communicate ideas coherently, illegible writing, and poor diction.

Oral reading, student conversations, discussions, storytelling, reporting, giving explanations, pretended telephone conversations, giving directions, creative dramatics, and choral speaking helped develop oral language skills. Tape recorders checked student reading and listening abilities. Writing was related to daily life by having students write letters (friendly, business, requests for information), fill out forms, and address envelopes. Students also wrote short paragraphs, short papers, and speeches. Flash cards, phonetic drills, posters, pictures, field trips, bulletin board displays, mimeographed practice sheets, workbooks, chalkboard work by students and teachers, drills, and choral reading were also used extensively to build oral and written language skills. The Project demonstrated that adults with language difficulties can make significant improvement in reading, writing, and speaking through carefully developed, intensive programs.

University of Wisconsin

The major undertaking of the Wisconsin Project was completed by 30 June 1967.[20] In 1966–67 its series of informative bulletins for teachers in the schools is presenting illustrations of effective teaching in the English-Language-Arts. The Project has also purchased or duplicated materials for free distribution to teachers, including Kenneth G. Wilson's "English Grammars and the Grammar of English," the introduction to the text edition of Funk and Wagnalls Standard College Dictionary, Laura B. Carrithers' "Language Arts in the Elementary Grades," and John R. Searles's, "Structural and Traditional Grammar." Copies of W. Nelson Francis' *The English Language, an Introduction* have also been widely distributed. In 1966 a part-time press writer was added to the staff to prepare materials for public release, in order to make the work of the Project better known both to professional persons and to the general public.

In 1965–66 research entitled "An Analysis of Tests of English Used in Wisconsin" undertook to find what tests of English are used in Wisconsin schools, to what extent they are used, what the opinions of the users are regarding the tests, and what satisfaction they feel in the results of the testing. To these data were added professional review of the same tests from *The Educational Measurements Yearbook* by special permission of the editor, Oscar Buros. The result of this research will be published late in 1967.

A revision of *Teaching Literature in Wisconsin* is currently underway; *Teaching Speaking and Writing in Wisconsin* continues to be available for purchase at cost. *Teaching the English Language in Wisconsin*, published in the spring of 1967, takes a linguistic approach to the teaching of our language and emphasizes content such as word study, semantics, and the history of the English language, as well as a grammatical system. As with the other guides, some 5000 free copies have been distributed to Wisconsin teachers and additional copies are available for sale. In the summer of 1966 four informational workshops, modeled on those of 1964 and 1965, gave Wisconsin teachers background for understanding the new curriculum in the teaching of the English language. Including college level advisors, creative workshop personnel, and informative workshop members, more than 100 Wisconsin teachers were involved in the Project's curriculum work in the summer of 1966.

Although the original contract called for its termination on 30 June 1967, the Project has been extended to 30 June 1968 to allow for the revision and consolidation of the three curriculum guides and to prepare them for publication as one volume, tentatively entitled *Teaching English in Wisconsin*. This volume will be the official curriculum guide of the Department of Public Instruction of the State of Wisconsin for the teaching of the English-Language-Arts. Copies will again be distributed free to many Wisconsin English teachers.

[19] See also, *PMLA*, LXXXI (Sept. 1966), 34–35.

[20] For information on previous publications and activities, see *PMLA*, LXXXI (Sept. 1966), 35–36.